

CHAPTER I

INTRODUCTION

This chapter discusses some pivotal topics related to the background of the study, the statement of problems, the objectives of the study, significance of the study, scope and limitation, and definition of key terms. Accordingly those are concisely elaborated in the following descriptions:

1.1 Background of the Study

Being a human is to educate and to be educated. The main purpose of education is to develop the quality of individuals and society through teaching and training efforts (Turkkahraman, 2012). Education is the main thing that affects the progress of a nation. At present, the nation's improvement can be seen from their education quality system (Pradata, 2015). In line with this, education has a pivotal role to build the next generations' morality (Orji & Job, 2013). Based on Indonesian Act No. 20/2003 about the National Education System, education is defined as an effort done consciously to improve human behavior for being better, through teaching and training activities. Therefore, education has an important role in humans' life.

In educational field, curriculum influences the education quality development. Doll (1996, as cited in Rusman, 2009) states that curriculum is the process in which learners acquire knowledge, enhance their skills, and adjust their attitudes and values under academic institution assistance. This theory is supported by Indonesian Act.

No. 20/2003 about the National Education System, curriculum is a guidelines for the implementation of learning activities consisting of the purpose, content, teaching materials and methods which designed and used to achieve specific educational goals. It is clearly said that curriculum is a foundation of teaching learning process. Consequently, the teachers have to comprehend the curriculum to plan a good teaching-learning process.

The curriculum in Indonesia has ten times changes and developments, start from 1947, 1952, 1964, 1968, 1975, 1984, 1994 and 2004 (Competency Based Curriculum/*KBK*). Then, in the academic year 2006/2007, School Based Curriculum (*KTSP*) was applied for about seven years. Subsequently, *KTSP* was replaced by the Curriculum 2013 in academic year 2013/2014. The existence of Curriculum 2013 becomes a great attention and leads to controversy due to its complexity. Therefore, in the academic year 2014/2015 the implementation of Curriculum 2013 was temporarily stopped and will be evaluated by Ministry of Education and Culture. Currently, the revised edition of Curriculum 2013 (*Kurikulum 2013 Edisi Revisi*) is utilized since 2016.

The Ministry of Education and Culture has done some improvements toward the Curriculum 2013. Every improvement and development is aimed at creating a generation that has three competences namely attitude, knowledge and skill. Here are the improvements in the Curriculum 2013 according to *Jendela Pendidikan dan Kebudayaan III/Juni, 2016*: 1) The structure of spiritual and social attitude competences on all subjects; 2) The coherence of main and basic competences and

also documents alignment; 3) Giving the teachers space in implementing the curriculum creatively; 4) The structure of the competences which are not limited by the taxonomy decapitation thinking process.

The result of revised edition of Curriculum 2013 also has an effect on the preparation of *RPP* (Teaching Plan). On the preparation of *RPP* based on the revised edition of Curriculum 2013, it should reveal four kinds of aspects such as *PPK* (*Penguatan Pendidikan Karakter*/Character-Strengthening Education), Literacy, 4C (Communication, Collaboration, Critical Thinking, and Creativity) and HOTS (High Order Thinking Skill). The revised edition of Curriculum 2013 requires teachers to be more creative in facilitating their students to have critical thinking ability in accordance with the role of today's teacher.

One of Junior High Schools in Malang which implements revised *RPP* based on Curriculum 2013 (*Kurikulum 2013 Edisi Revisi*), SMPN 25 Malang supports all teachers to implement the revised *RPP*. English teachers in SMPN 25 Malang also support the implementation of *RPP* based on the revised edition of Curriculum 2013 to provide the decent education for students in accordance with educational standards in Indonesia.

SMPN 25 Malang is the only junior high school located in Merjosari, Lowokwaru district, Malang. Geographically, SMPN 25 Malang is located in the border area of Malang and Malang regency. Nevertheless, State Junior High School 25 Malang is also one of the chosen schools where the seventh semester students in Faculty of Teacher Training and Education of UMM conduct the third internship

program. In third internship program, the seventh semester students are assigned to be the teachers' assistant to help the teaching and learning process in particular field of studies and within specified time. In the teaching and learning process, SMPN 25 Malang has employed the *RPP* based on the revised edition of Curriculum 2013 which is also implemented by seventh semester students as the teachers' assistant in third internship program on September 18 to October 13, 2017. The researcher who was also the teacher assistant, found problems on the preparation and also implementation of *RPP*. In this case, the researcher wants to know how the English teachers implement the *RPP* based on the revised edition of Curriculum 2013. Additionally, the researcher also wants to know the problems faced by the English teachers in implementing the lesson plan and the strategies to cope with the problems in implementing *RPP* based on the revised edition of Curriculum 2013.

There are two previous researches in accordance with the implementation of curriculum; one of them was conducted by Khasanah (2014) from English Language Education Department at Universitas Islam Negeri Walisongo entitled "The Implementation of 2013 Curriculum by the English Teacher and its Barriers (A Case Study at the 10th Grade of SMAN 1 Rembang in 2014/2015 Academic Year)". This research focuses on the implementations which is broken down into three dimensions, are; planning, process, evaluation, and the barriers of each dimensions. The research findings reflected that the teacher organized the teaching learning planning, process and learning evaluation based on the teaching plan that already prepared. The teacher used scientific approach in teaching learning planning and process, and used

authentic assessment as learning evaluation. The barriers of the teaching learning planning were choosing the right method and making the right instrument of authentic assessment. The barrier of the teaching learning found in the use of media was not optimal by the teacher. Then, in the learning evaluation the teacher sometimes used non-authentic assessment to evaluate the students.

Another research was conducted by Fatmawati (2015) from University of Muhammadiyah Surakarta entitled “A Descriptive Study on The Implementation of the 2013 Curriculum in Teaching English at The Seventh Grade of SMP Negeri 5 Sragen in 2014/2015 Academic Year”. The research focuses on the procedure in teaching English and the evaluation system in teaching English using Curriculum 2013.

To summarize, both of previous research aforementioned were focus on the preparation, implementation and evaluation of Curriculum 2013. However, there is no discussion regarding with the revised edition of Curriculum 2013. Thus, by conducting this research, researcher intends to analyze the implementation, problems and strategies to cope with the revised edition of Curriculum, particularly *RPP* (Teaching Plan) which is very crucial in teaching and learning preparation but has not been studied largely yet since it was first implemented by the teacher for the last a year.

Considering all the explained issues, this thesis is focused on analyzing the implementation of *RPP* based on the revised edition of Curriculum 2013 (*Kurikulum 2013 Edisi Revisi*) used by three English teachers at SMPN 25 Malang. It copes the

implementation of *RPP*, the problem in implementing *RPP*, as well as the strategies used by the English teachers to cope with the problems in implementing *RPP* (Teaching Plan) based on the revised edition of curriculum 2013 at SMPN 25 Malang.

1.2 Statement of the Problems

Based on the background of study, the statement of the problems are stated as follows:

1. How do the English teachers implement *RPP* (Teaching Plan) based on the revised edition of Curriculum 2013 at SMPN 25 Malang?
2. What are the English teacher's problems in implementing *RPP* (Teaching Plan) based on the revised edition of Curriculum 2013?
3. What are the English teacher's strategies to cope with the problems in implementing *RPP* (Teaching Plan) based on the revised edition of Curriculum 2013?

1.3 Objectives of the Study

Based on the statement of problems above, the objectives of this study are:

1. To describe the implementation of *RPP* (Teaching Plan) based on the revised edition of Curriculum 2013 used by English Teachers at SMPN 25 Malang.
2. To find out the problems faced by the English teachers in implementing *RPP* (Teaching Plan) based on the revised edition of Curriculum 2013.
3. To describe the strategies used by the English teachers at SMPN 25 Malang to cope with the problems in implementing *RPP* (Teaching Plan) based on the revised edition of Curriculum 2013.

1.4 Significance of the Study

Theoretically, this research is intended to give valuable knowledge about revised edition of Curriculum 2013, especially in implementing *RPP*, and this research aims to describe the problems and the strategies to cope with the problems in implementing *RPP* based on the revised edition of Curriculum 2013 (*Kurikulum 2013 Edisi Revisi*) at SMPN 25 Malang. Practically, this study can be teachers' references in order to solve the problems in implementing *RPP* based on the revised edition of Curriculum 2013. Moreover, this study can be as a reference for other researchers who are interested in conducting research about the implementation of the next curriculum.

1.5 Scope and Limitation

The scope of this research is the implementation of *RPP* (Teaching Plan), the problems in implementing *RPP*, until the strategies to cope the problems in implementing *RPP* (Teaching Plan) based on the revised edition of Curriculum 2013. Meanwhile, the limitation of this research is only focused on three English teachers at SMPN 25 Malang.

1.6 Definition of the Key Terms

The researcher presents four definitions of key terms for brief guideline to this research:

1. **Curriculum** is a guidelines for the implementation of learning activities consisting of the purpose, content, teaching materials and methods which designed and used to achieve specific educational goals (Indonesian Act No. 20/2003).
2. **Curriculum 2013** is the development of 2004 (*KBK*) and 2006 (*KTSP*) Curriculum which focus on the improvement of students hard skill and soft skill through the competency of attitude, knowledge and skill (Ministry of Education and Culture, 2014).
3. ***RPP* (Teaching Plan)** is a plan of learning activities for one or more than one meeting which is created by the teacher and developed from syllabus to achieve *Kompetensi Dasar (KD)* based on the curriculum (*Permendikbud No. 22/2016*).

4. **RPP Curriculum 2013** is the *RPP* which reveal four kinds of aspects such as *PPK* (*Penguatan Pendidikan Karakter*/Character-Strengthening Education), Literacy, 4C (Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation) and HOTS (High Order Thinking Skill) (Ministry of Education and Culture, 2017).

